UNCOVER
LEARNER
POTENTIAL

Level 1/2 Vocational Award in

HOSPITALITY & CATERING
(Technical Award)

Teaching from 2022 | Award from 2024

Version 2 November 2022

SPECIFICATION

Summary of Amendments

Version	Description	Page number
2	Correction of Level 2 Merit uniform marks	34

Contents

1. Qualification Overview

Qualification Title	WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)
DfE Qualification Type	Technical Award
Ofqual QN	603/7022/1
WJEC Qualification Code	5409
DfE Discount Code	NA1
Age group approved for	14+
First teaching	September 2022
First certification	January 2024
Key documents	Sample Assessment Materials Administration Guide Guidance for Teaching: ● Assessment Guide ● Delivery Guide ● Unit 1 Guidance for Teaching ● Unit 2 Guidance for Teaching

1.1 Who is this for?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Level 1/2 Vocational Awards (Technical Awards) available in 9 subject areas, listed below, meet Ofqual and DfE requirements for the KS4 performance table qualifications.

- Construction and the Built Environment
- Engineering
- Global Business Communication (French, German, Spanish)
- Health and Social Care
- Hospitality and Catering
- ICT
- Performing Arts
- Retail Business
- Sport and Coaching Principles

1.2 Sector overview

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.[1]

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

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[1] https://www.ukhospitality.org.uk/

1.3 Qualification objective

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

1.4 Prior learning requirements

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently.

1.5 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

1.6 What will learners study?

This is a unitised qualification consisting of 2 mandatory units:

Unit	Title	Assessment	GLH
1	The hospitality and catering industry	External	48
2	Hospitality and catering in action	Internal	72

2. Specification at a glance

2.1 Subject content

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety (page 10).

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively (page 21).

2.2 Assessment Overview

Summary of Assessment
Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification 80 marks
Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.
Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification 120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding from across the specification.

AO2

Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole:

	AO1	AO2	AO3	Total
Unit 1	17%	14%	9%	40%
Unit 2	8%	36%	16%	60%
Overall weighting	25%	50%	25%	100%

3. Units

3.1 Unit format

Unit title:	Summarises, in a concise manner, the content of the unit.
Guided learning hours (GLH):	Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator. GLH has been allocated per unit to support delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.
Vocational context	Provides a vocational rationale for the content of the unit.
Overview of unit:	Provides a summary of the unit content. It sets the context of the unit and highlights the purpose of the learning in the unit.
Topics:	Includes the list of topics covered by the unit.
Assessment:	Summarises the assessment method for the unit.

3.2 Amplification

The amplification provided in the right-hand column uses the following four stems:

- 'Learners should know' has been used for the recall of facts such as legislation and definitions.
- 'Learners should know and understand' has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- 'Learners should be aware of' has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- 'Learners should be able to' has been used when learners need to apply their knowledge to a scenario or practical situation.

The subject content is presented in 2 units, each sub-divided into clear and distinct topic areas. Within each topic area the knowledge, understanding and skills are set out with an initial overview and then in two columns. The left-hand column identifies the content to be studied. The right-hand column provides amplification of the knowledge, understanding and skills that learners should develop in this area. Together, these two columns give the full content of the specification. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

The amplification provided in the right-hand column includes all of the assessable content for the relevant section, unless it states, 'e.g.,' 'including' or 'such as'. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners' needs and interests. The use of the word 'including' indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words 'e.g.' or 'such as' are for guidance only, and an alternative can be chosen.

Unit title	The hospitality and catering industry
GLH	48
Vocational context	The UK is currently perceived to offer the friendliest hospitality service in Europe. For the majority behind this vibrant industry, hospitality is more than just a job; it is a passion, an opportunity to express creativity - a form of 'art.' For the public, dining out is not just 'eating,' it is a whole experience, a time to let go and encounter new senses. [2] The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all[3].
Overview of unit	In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
Topics	1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering
Assessment	This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade. Duration: 1 hour 20 minutes Number of marks: 80 Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

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[2] 'Celebrating the art of Hospitality - https://www.highspeedtraining.co.uk/hub/the-art-of-hospitality-report/
[3] Institute of Hospitality

1.1 Hospitality and catering provision

In this topic learners will gain knowledge and understanding of the following areas:

1.1.1   Hospitality and catering providers

1.1.2   Working in the hospitality and catering industry

1.1.3   Working conditions in the hospitality and catering industry

1.1.4   Contributing factors to the success of hospitality and catering provision

Content	Amplification
1.1.1 Hospitality and catering providers	Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial: Commercial (residential): • B&B, guest houses and Airbnb • campsites and caravan parks • cruise ships • holiday parks, lodges, pods and cabins • hotels, motels and hostels. Commercial (non-residential): • airlines and long distance trains • cafés, tea rooms and coffee shops • fast food outlets • food provided by stadia, concert halls and tourist attractions • mobile food vans and street food trucks • pop-up restaurants • public houses, bars • restaurants and bistros • takeaways • vending machines. Non-commercial (residential): • armed forces • boarding schools, colleges, university residences • hospitals, hospices and care homes • prisons. Non-commercial (non-residential): • canteens in working establishments (subsidised) • charity run food providers • meals on wheels • schools, colleges and universities. Learners should know and understand the following types of service in commercial and non-commercial provision: Food service: • table: plate, family-style, silver, Gueridon, banquet

	• counter: cafeteria, buffet, fast food
	• personal: tray or trolley, vending, home delivery, takeaway.
	Residential service:
	• rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities)
	• refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available
	• conference and function facilities
	• leisure facilities (spa, gym, swimming pool).
	Learners should know and understand the importance of the following standards and ratings:
	• hotel and guest house standards (star ratings)
	• restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars.

1.1.2 Working in the hospitality and catering industry	Learners should know and understand the following types of employment roles and responsibilities within the industry: • front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôte, valets • housekeeping: chambermaid, cleaner, maintenance, caretaker • kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur • management: food and beverage, housekeeping, marketing. Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles: **Personal attributes:** • organised • hardworking • punctual • hygienic • pleasant • calm • friendly • good communicator • team player • good people skills • willingness to learn and develop • flexible. **Qualifications and experience:** • apprenticeships • experience in the role/sector – part-time job, summer employment • school, college and/or university qualifications relevant to the job.

1.1.3 Working conditions in the hospitality and catering industry	Learners should know and understand the following types of employment contracts and working hours: • casual • full time permanent (temporary) • part-time (temporary) • seasonal • zero hours contract. Learners should be aware of the following remuneration and benefits in the industry: • a salary • a wage (hourly) • holiday entitlement • pension • sickness pay • rates of pay • tips, bonuses and rewards. The hospitality and catering industry normally provides more part-time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry, such as: • supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.

1.1.4 Contributing factors to the success of hospitality and catering provision	Learners should know and understand the following basic costs incurred within the hospitality and catering industry: • labour • material • overheads. Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry. Learners should be aware of how the economy can impact business in the following ways: • strength of the economy • value added tax (V.A.T) • value of the pound and exchange rate. Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry through: • seasonality • sustainability: reduce, reuse, recycle. Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way through: • cashless systems • innovative digital technology (apps, web-booking, key card access, digital menu) • software. Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry: • printed media (newspaper, magazines) • broadcast (television, radio) • internet (social media, websites) • competitive (other establishments).

1.2	How hospitality and catering provisions operate

In this topic learners will gain knowledge and understanding of the following areas:

1.2.1   The operation of the front and back of house

1.2.2   Customer requirements in hospitality and catering

1.2.3   Hospitality and catering provision to meet specific requirements

Content	Amplification
1.2.1 The operation of the front and back of house	Learners should be aware of the operational requirements of: • workflow of the front of house – reception, seating area, counter service, bar • workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area. Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens: • large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge-freezer, standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates • materials for cleaning, first aid kit and safety materials • small equipment • utensils. Learners should know and understand the following documentation and administration requirements used in a catering kitchen: • stock controlling systems, ordering, delivery notes, invoices, food safety documentation and health and safety documentation. Learners should be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.
1.2.2 Customer requirements in hospitality and catering	Learners should know and understand how hospitality and catering provision meets the requirements of: • customer needs (catering, equipment, accommodation) • customer rights and inclusion (disability) • equality.
1.2.3 Hospitality and catering provision to meet specific requirements	Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate: • customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available • customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality • customer demographics: age, location, accessibility, money available, access to establishments/provision.

1.3	Health and safety in hospitality and catering

In this topic learners will gain knowledge and understanding of the following areas:

1.3.1   Health and safety in hospitality and catering provision

1.3.2   Food Safety

Content	Amplification
1.3.1 Health and safety in hospitality and catering provision	Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws: • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Learners should know the importance of and be able to complete the following documentation: • accident forms • risk assessments. Learners should know that employers are responsible for the health and safety training needs of all staff.
1.3.2 Food safety	Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to: • identify any critical control points and ensure that risks are removed or reduced to safe levels • decide on what actions to take if something goes wrong • complete a HACCP document • complete records to show that procedures are working.

1.4	Food safety in hospitality and catering

In this topic learners will gain knowledge and understanding of the following areas:

1.4.1   Food related causes of ill health

1.4.2   Symptoms and signs of food-induced ill health

1.4.3   Preventative control measures of food-induced ill health

1.4.4   The Environmental Health Officer (EHO)

Content	Amplification
1.4.1 Food related causes of ill health	Learners should know that ill health could be caused by the following: • allergies • bacteria • chemicals • intolerances. Learners should know the following food poisoning causes: • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus. Learners should know and understand the following food related causes of ill health: Food allergies: • cereals (gluten) • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat. Food intolerance: • gluten • lactose • aspartame • MSG. Learners should be aware of the following: • food labelling laws • food safety legislation

	• food hygiene.
1.4.2 Symptoms and signs of food-induced ill health	Learners should know and understand the following symptoms of food-induced ill health: Visible: • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. Non-visible: • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence.
1.4.3 Preventative control measures of food-induced ill health	Learners should know and understand the control measures to prevent food-induced ill health: • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination.
1.4.4 The Environmental Health Officer (EHO)	Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include: • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports.

Unit title	Hospitality and catering in action
GLH	72
Vocational context	Career options in the hospitality and catering industry are vast from popular restaurant chains to Michelin-starred restaurants. Careers in catering involve providing food services with the responsibility of customer service, food preparation, cleanliness and hygiene. Food needs to be stored, handled, prepared and cooked correctly to ensure its consumption does not affect people's health. Everyone who has a role to play within the food industry has a responsibility to minimise the risks of causing food borne illness. Chefs and nutritionists are involved in the preparation of menus and reviewing how preparation and presentation methods affect nutritional values. Food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards are maintained in any establishment; thus food safety and meeting nutritional needs must be the focus of all planning and activities.
Overview of unit	In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.
	This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:
	• the operation of the front and back of house
	• hospitality and catering provision to meet specific requirements
	• health and safety in hospitality and catering provision
	• food safety
	• preventative control measures of food-induced ill health.
Topics	2.1 The importance of nutrition
	2.2 Menu planning
	2.3 The skills and techniques of preparation, cooking and presentation of dishes
	2.4 Evaluating cooking skills
Assessment	This unit is internally assessed through controlled assessment.
	The assessment contributes 60% to the overall qualification grade.
	Duration: 12 hours

Number of marks: 120

Format: An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.

2.1 The importance of nutrition	
In this topic learners will gain knowledge and understanding of the following areas: 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value	
Content	**Amplification**

2.1.1
 	
Understanding the importance of nutrition
	Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:
	
	Macro-nutrients:
	
	• carbohydrate
	• fat
	• protein.
	
	Micro-nutrients:
	
	   Vitamins:
	
	     • fat soluble vitamin A and vitamin D
	     • water soluble: vitamin B group and vitamin C.
	
	   Minerals:
	
	     • calcium
	     • iron
	     • sodium
	     • potassium
	     • magnesium
	
	   as well as:
	
	     • dietary fibre (NSP)
	     • water.
	
	Learners should be able to apply their knowledge of nutrition to:
	
	Different life-stages:
	
	• adults; early, middle, late (elderly)
	• children; babies, toddlers, teenagers.
	
	Special dietary needs for individuals who:
	
	• require different energy requirements based on lifestyle, occupation, age or activity level
	• require special diets
	• have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency
	• have dietary requirements, such as religious beliefs
	• are pescatarians, vegetarians, vegans.

2.1.2 How cooking methods can impact on nutritional value	Learners should know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying.

2.2	Menu planning
In this topic learners will gain knowledge and understanding of the following areas:
2.2.1   Factors affecting menu planning
2.2.2   How to plan production

Content	Amplification

2.2.1
 	
Factors affecting menu planning
	Learners should be aware of the following factors when planning menus:
	• cost
	• portion control
	• balanced diets/current nutritional advice
	• time of day
	• clients/customers.
	
	Learners should know and understand the following factors when planning menus:
	• equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.
	• skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.
	• time available – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.
	• environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms:
	   • reduce
	   • reuse
	   • recycle
	   • sustainability
	• time of year – seasonality of commodities.
	• organoleptic qualities.

2.2.2 How to plan production	Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling

	• hot holding • serving • storage.

2.3	The skills and techniques of preparation, cooking and presentation of dishes

In this topic learners will gain knowledge and understanding of the following areas:

2.3.1   How to prepare and make dishes
2.3.2   Presentation techniques
2.3.3   Food safety practices

Content	Amplification
2.3.1 How to prepare and make dishes	Learners should be able to identify types of skills and skill levels when selecting dishes to produce. Learners should know and understand that some dishes require the use of more complex, skills than other dishes. Learners should be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes[4]: The preparation and cooking techniques are categorised as follows: Basic* Medium** Complex*** Ready-made/prepared components used in the preparation and cooking of dishes are **all** classed as **basic.** Preparation techniques: • blending* • beating* • creaming** • crimping*** • dehydrating** • folding** • grating* • hydrating* • juicing* • kneading** • laminating (pastry)*** • marinating* • mashing* • measuring** • melting* • melting using bain-marie*** • mixing** • piping*** • proving*

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[4] An example of dishes that cover a range of basic, medium and complex techniques is available in the Unit Guidance.

- puréeing**
- rub-in**
- rolling **
- shaping***
- shredding*
- sieving*
- skinning**
- tenderising*
- toasting(nuts/seeds) **
- unmoulding***
- weighing**
- whisking(aeration)***
- zesting*

Knife techniques:
- chopping*
  - bâton**
  - chiffonade**
  - brunoise***
  - dicing**
  - julienne***
  - mincing***
  - slicing**
- deboning***
- deseeding**
- filleting***
- peeling*
- segmenting***
- spatchcock**
- trimming*

Cooking techniques:
- basting*
- baking**
- baking blind***
- blanching**
- boiling*
- braising**
- caramelising***
- chilling*
- cooling*
- deep fat frying***
- deglazing**
- dehydrating*
- emulsifying***
- freezing*
- frying**
- griddling**
- grilling*

	• pickling** • poaching*** • reduction** • roasting** • sautéing** • setting** • skimming* • steaming** • stir-frying** • tempering*** • toasting* • water-bath (sous-vide) **
2.3.2 Presentation techniques	Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: • creativity • garnish and decoration • portion control • accompaniments.
2.3.3 Food safety practices	Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.

2.4	Evaluating cooking skills

In this topic learners will gain skills knowledge and understanding of:

2.4.1 Reviewing of dishes

2.4.2 Reviewing own performance

Content	Amplification
2.4.1 Reviewing of dishes	Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. Areas to consider: • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste.
2.4.2 Reviewing own performance	Learners should be able to identify personal strengths and weaknesses relating to: • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management.

4. Assessment

4.1 External assessment (Unit 1)

Unit 1 is assessed through an external examination available in January and May/June each year (first assessment in January 2024).

Each external examination will:

- be set and marked by WJEC
- consist of a 1 hour, 20 minute paper
- assess content from each topic in the unit each series
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the Assessment Guide (Chapter 4)
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

All content in each topic area will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website (www.jcq.org.uk).

4.2 Internal assessment (Unit 2)

Unit 2 is assessed through controlled assessment and submitted for external moderation. Unit 2 is available for submission in December and May each year (first submission in May 2023). Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy).

4.3 Synoptic assessment

Unit 2 is synoptic and requires learners to draw on knowledge and experience gained through Unit 1 (see page 19 for details).

4.4 Candidate and assessor packs

Candidate and Assessor Assessment Packs are available on the secure website for centres to download. Candidates must not have access to the Candidate Packs until the start of the assessment which will be during the September of each academic year. Sample Assessment Materials are available on the Eduqas.co.uk website.

4.5 Managing the assessments

Centres are required to manage and conduct internal assessments in line with the arrangements outlined in the Administration Guide in Chapter 3 and in the Sample Assessment Materials. There are four areas that are controlled: supervision, guidance, resources and collaboration. Specific details for each unit can be found in the corresponding unit guide.

5. Guided learning hours and total qualification time

5.1 Guided learning hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

Guided learning hours are allocated per unit to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

5.2 Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 180 hours. This includes:
- 120 hours of guided learning and/or supervised assessment
- 60 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

6. Entries

6.1 Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If you are a new institution, please read the following documents before contacting us to discuss your prospective centre:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- WJEC Conditions for Registered Centres.

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC (centres@WJEC.co.uk) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the General Conditions for WJEC Centres and the appropriate JCQ regulations. All WJEC approved centres with a national centre number (NCN) must complete the annual declaration sent by NCN. Failure to do so will result in suspension of WJEC registration.

6.2 Entry procedure

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) will be available for certification from January 2024.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

Entry codes

		Entry Codes	
		English medium	Welsh medium
Unit 1 The hospitality and catering industry	On screen examination	5409UA	5409NA
	Paper examination	5409UB	5409NB
Unit 2 Hospitality and Catering in Action	Internal assessment	5409U2	5409N2
Cash in code		5409QA	5409CA

7. Awarding, grading and reporting

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual units are recorded on a uniform mark scale (UMS) with the following grade equivalences:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	180	162	144	126	108	90	72	54	36

Qualification	300	270	240	210	180	150	120	90	60

8. Resit arrangements

8.1 Resitting units prior to certification

Candidates may resit the **internally** assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates may resit the **externally** assessed unit prior to certification; however, this qualification has a 40% terminal requirement which must be satisfied by the externally assessed unit. Therefore, only the uniform mark score from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than the previous attempt.

8.2 Resitting units following certification

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the **externally** assessed unit, only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt. The candidate does not need to resit the **internally** assessed unit as marks for the internally assessed unit may be carried forward for the lifetime of the specification.

Where the candidate resits the **internally** assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the **externally** assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

8.3 Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the Eduqas website.

9. Malpractice

Information regarding malpractice is available in our <u>Malpractice, A Guide for Centres</u> document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet Suspected Malpractice: Policies and Procedures.

9.1 Preventing malpractice

Candidates must not:

- submit work which is not their own
- make available their work to other candidates through any medium
- allow other candidates to have access to their own independently sourced material
- assist other candidates to produce work
- use books, the internet or other sources without acknowledgement or attribution
- submit work that has been word processed by a third party without acknowledgement
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <u>http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice.</u>

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.

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